Name: Alex Chertok Age/Grade Level: 10th Grade

Subject Area(s): English Unit Title: Literary Devices

Lesson Title: Tone of the Petrified Man Estimated Time: 60 Minutes

**Purpose:**

Students will identify and evaluate a writer’s tone to better understand literature.

**Curriculum Framing Questions:**

* Essential Question: How do literary devices deepen meaning?
* Unit Question that applies to this lesson: How does tone deepen meaning?
* Lesson or Content Question(s): How does Twain’s tone deepen meaning in “Petrified Man?”

**Goal:**

Improve student understanding of how a writer’s tone can deepen meaning within a story.

**Learning Objective(s):**

* List the tones present in Twain’s “Petrified Man.”
* Analyze how Twain creates tone in “Petrified Man.”
* Hypothesize how Twain’s tone deepens meaning in “Petrified Man.”

**Curriculum Standard(s):**

“EL.HS.LI.09: Identify various literary devices, including figurative language, imagery, allegory, and symbolism; evaluate the significance of the devices; and explain their appeal.

**Materials Needed:**

* Overhead projection
* Twain “Petrified Man” response podcast
  + <http://craphound.com/?p=3409> (\*the site is good despite the name)
* Copy of Twain’s “Petrified Man.”
  + http://www.twainquotes.com/18621004t.html
* I-Click devices
* Computer with speakers
* Vocabulary List

**Background knowledge or skills students need prior to lesson:**

* General understanding of literary elements (plot, character, setting…etc).
* Basic understanding of literary devices.
* A working definition of tone, and an understanding of how it is created in writing.
* General understanding of how Tone creates meaning in writing.

**Hook:**

Once students are seated, ask for examples of tones a writer might use, do a “whip-around,” and write some of the suggestions on the board (sad, enthusiastic, humble, angry). Instruct them to write a short paragraph about their plans for the weekend using a specific tone. Then, instruct them to turn that paragraph into a multiple choice question (so others can try to ID the tone). Call on several students to read their questions aloud, and have the class use I-click to submit an answer. Display the class results, and call on a student at random to defend the majority’s answer. If the results do not show a clear majority, have the writer defend his/her answer with evidence. Repeat up to five times depending on class engagement and proficiency. **10 minutes**

**Procedures:**

1. Instruct the students to listen to the following story, and to write down their opinion of what the tone is. Read Twain’s “Petrified Man” aloud. **5 minutes**
2. Allow brief table discussion, and then do a “whip-around” to report. Probe as necessary to help the students agree on “business-like,” or something to that effect. Demand brief evidence. **5 minutes**
3. Instruct the students to listen to the story again, and this time to take notes on the story in general (plot, setting, and important descriptions). Have a student read the story aloud. **5 minutes**
4. Instruct the students to draw a picture of the petrified man as described by Twain, using their notes. **5 minutes**
5. Tell the students to listen to the story one more time, very closely, and to take careful notes of how the petrified man looks, so that their next picture will be as accurate as possible. Have a different student read the story again (read the description slowly). **5 minutes**
6. Have the students draw the petrified man again. Then, ask everyone to stand up. While you read the description slowly, have them mimic the petrified man’s body-position with their own body. Probe as necessary to make the students understand that the petrified man is “thumbing his nose” at everyone—that Twain wrote this piece as a joke. **5 minutes**
7. Play a podcast of Twain’s response to the “Petrified Man”, and summarize that

Twain was making fun of the nation’s obsession in petrifaction. **10 minutes**

1. Instruct the students to write a reflection about how Twain created a business-like tone, and how that tone made his writing more effective / deepened meaning. **10 minutes**

**Closure:** Call on a few students to share, and probe as needed to ensure that everyone understands that Twain’s business-like tone helped trick the reader by making him sound credible. Collect the reflections.

**Differentiation/Accommodation:**

IEP-Reading/Writing 3 years behind: Students will be provided with a vocabulary list. Students will also not be required to read aloud unless they volunteer. Any other accommodations specified by the IEP will be made.

ADHD: As this is a fairly active and engaging lesson, no accommodations will be necessary unless specifically stated in the IEP.

TAG: Student will additionally reflect on, “What are some real-world situations where someone might use a specific tone to confuse the audience on purpose? Student will be selected to share reflection with class—Probe for advertising.

**Attention to Literacy:**

This lesson develops critical listening and reading skills, and requires a written reflection.

**Assessment and Evaluation of Student Learning:**

Grading scale 1-5 for reflection (below 3 requires personal attention to correct student’s understanding):

|  |  |
| --- | --- |
| Student: | Score |
| Provides evidence for tone **and** discusses Twain’s trick | 5 |
| Provides evidence for tone **or** discusses Twain’s trick | 3 |
| Provides no real evidence or discussion | 2 |

Vocabulary Words:

(These definitions apply directly to the context of today’s reading, and are not necessarily complete).

**Petrified**: Organic matter or body tissue that has been converted into stone through long-term exposure to minerals like calcium.

**Savant**: A well-educated person

**Defunct**: Something that no longer works—in this case referring to a person who has died.

**Pensive**: Thoughtful

**Protracted**: Extended or occurring over a long period of time.

**Adamant**: A old-fashioned brand of cement.